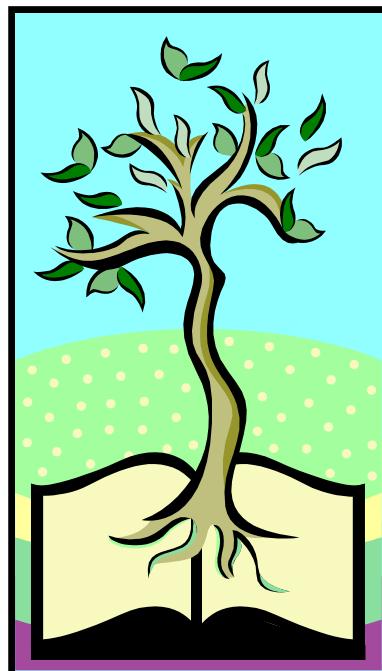


The Lutheran Education Australia
vision:
LifE long quALities for Learners



Presented to BLEA October 2002, revised December 2002

LifElong quALities

As central to their mission and ministry, Lutheran SCHOOLS seek to nurture integrated individuals, aware of their humanity and open to the influence of the Holy Spirit, who are growing in and living according to a cohesive worldview

While

Living in community, guided by core values and reflecting the characteristics of God especially love, justice, compassion, forgiveness, patience and service

And

Serving their communities by being:

- o Self-directed, insightful investigators and learners
- o Discerning, resourceful problem solvers and implementers
- o Adept, creative producers and contributors
- o Open, responsive communicators and facilitators
- o Principled, resilient leaders and collaborators
- o Caring, steadfast supporters and advocates

Lifelong Qualities: the context

In 1924, G. K. Chesterton proposed that education was simply the soul of a society passing from one generation to the other while B.F. Skinner (1964) suggested that education was what survives when what has been learned is forgotten. Learning how to learn, and discerning what is worth learning are challenges we all face. The Lutheran Education Australia vision statement – Lifelong Qualities for Learners – sets out a way in which Lutheran schools might prepare students for the roles they will in all likelihood confront in their lifetimes, and how to provide a moral, ethical framework within which those roles operate.

Without a clear statement of purpose, without clarity about an educational vision, our choices about what curriculum to implement and what educational structure to support will get settled by default – and such decisions may even be contrary to what Lutheran schools believe about the nature of the learner, the nature of knowledge and the purpose of schooling. The vision statement suggests that Lutheran schools are about creating integrated individuals who, whether Christian or not, understand a Christian worldview and are developing their own so that they can act with integrity and contribute to the shaping of their communities in productive and compassionate ways.

While Lutheran schools would generally support the broad purposes of education to which most schools subscribe (acculturation of young people into society; preparation for the world of work; personal formation) to these the LCA would add the dimension of service – for the glory of God. “Viewed from the perspective of the theology of the cross, the Lutheran school aims to prepare its students for service in the world” (Bartsch, 2001). The vision statement attempts to identify the skills, attributes and qualities of character that will nurture such a vocation.

We acknowledge the support and insights provided by Mike Middleton (Australia) and Dr William Spady (USA), the latter working with us on six occasions to help in the understanding of lifelong qualities and their development, the ongoing theological dialogue with Luther Seminary’s Dr Malcolm Bartsch (SA) and Ken Albinger (Qld) as we worked through each component of the vision statement, and the work of educators across the nation who contributed in various and valued ways.

Lifelong qualities: the benefits, in brief

- Independent of any particular educational curriculum
- Different states / context / content, same framework
- Schools can use the framework to develop their own – specific to their context, while showing how the two (local and national) link
- Focus on the learner (not the content)
- Future focus
- Focus on what the schools, through their exiting students, contribute to their wider communities
- Aligning the school internally to a common framework, and externally to other Lutheran Education Australia schools
- Giving direction to all staff about their particular contributions to the school ethos, irrespective of their roles (teaching, nonteaching)

Listener and communicator:
EQ focus

LifElong quAlities

Searcher and Learner: IQ
focus

Open, responsive
communicators & facilitators

Discerning, resourceful problem
solvers & implementers

Principled, resilient
collaborators & leaders

Adept, creative producers
& contributors

Caring, steadfast
supporters & advocates

Self-directed, insightful
investigators & learners

Living in community guided by core values
and reflecting the characteristics of God
especially,

Integrated individuals,
aware of their
humanity & open to
the influence of Holy
Spirit, growing in and
living according to a
cohesive worldview

Love, justice, compassion, forgiveness,
patience and service,

Explanation: The Core

Integrated individuals, aware of their humanity and open to the influence of the Holy Spirit, growing in and living according to a cohesive worldview

Integrated individuals are individuals who have incorporated their belief system and everyday actions and behaviours so that there is integrity and consistency between their actions and their belief system- they walk their talk. They have a strong and positive sense of their own identity and their worth. They know who they are, and whose they are. Christians will identify their inheritance as children of God and they will also acknowledge and seek to understand the identity of those not of the Christian faith. For others, knowing that there *is* a God who loves them, they will have at the very least experienced the Christian worldview as it is expressed in their school.

They are **aware of their humanity**. They have an appreciation of the impact of sin on them personally, on the community in which they operate and on their relationship with God and they appreciate the act of forgiving and being forgiven, restoring relationships and reconciliation – living in grace.

Moreover they are **open to the influence of the Holy Spirit**. It is the Holy Spirit who is our “helper” and through whom we receive strength and faith. Students within our schools, whether they are Christian or not, know about the Holy Spirit and they are open, we pray, to the Spirit’s influence. For the many students who are indeed Christian it is the Holy Spirit who strengthens and guides them in their relationship with Jesus Christ. Thus this phrase is seen as inclusive of all students attending Lutheran schools.

And they are **growing in** (implying that this is never ending, developing, emerging) and **living**, (again bringing in that sense of integrity – this sense of identity is not just “head stuff” but also “heart stuff”, a conscious thing - something that is lived not just talked about).

Having **a cohesive worldview** implies developing a consistent, unified, interconnected and interrelated worldview, encompassing local, national and global perspectives and accepting the responsibilities and rights that attend such a perspective. For Christians it is a worldview determined by their relationship with God as Creator, Redeemer, Sanctifier, and is centred on God’s revelation in Jesus Christ.

Explanation: The Values

For the purpose of this framework, this "section" is about the values that students leaving our schools know about (and hopefully appropriate for themselves) having experienced them in action in the school.

Living in community, guided by core values and reflecting the characteristics of God, especially love, justice, compassion, forgiveness, patience and service

We do not live in isolation; we **live in community**. We seek harmony with ourselves and others, with the responsibilities attendant to this. Because Lutheran schools see everything we do and are in relation to God and see each person in our school community as being in relation with God, we value and care for each person and we are motivated to reflect the characteristics of God especially love, justice, compassion, forgiveness, patience and service. It is our hope that students leaving our schools will appropriate such values for themselves.

No education is value-free; Lutheran education is certainly not value-free. However, there is power in a school community determining for themselves precisely what words they choose to describe the values that underpin their local community. Such values may differ slightly in their *combinations* from community to community. For example; a school in a community where peer pressure is strong and tolerance of "different" is low, may well want to highlight values different to a community where the opposite is true, where the individual is central, and community service is second to materialism and seeking for self. In such communities one may choose to highlight respect and courage (standing against peer pressure if it is deemed intolerant or negative) and the other may want to foreground service and respect...

There is no presumption that one particular framework might suit all communities in which we have Lutheran schools – the communities themselves are diverse. However, people live in community and all are guided by values. Making the values of the school explicit and talking about them, even developing a program where they are explicitly taught (such as the programs at West Kidlington, UK (Farrer, 2000), Good News Lutheran School, Queensland or The Friends' School, Hobart) may be seen as worthwhile models. Schools are encouraged to develop an explicit statement about the values that students in their school community do learn about and experience as a result of being in that community.

See Appendix 1

Explanation: Designing down the Lifelong Qualities

And serving communities by being:

- Self-directed, insightful investigators & learners
- Discerning, resourceful problem solvers & implementers
- Adept, creative producers & contributors
- Open, responsive communicators & facilitators
- Principled, resilient leaders & collaborators
- Caring, steadfast supporters & advocates

The attributes we have are God-given and for that we praise God and seek to use those gifts for his glory, not ours. Furthermore, we use those gifts to **serve our communities** and be "salt to the world". We know that we do not have to do anything or be anything to be acceptable before God. Because of God's love and the peace that comes from such love we seek to **serve our communities**.

There is no hierarchy proposed in these six elements – and that is why the diagram has them to the left and right – although in the written version they are placed in an order that reflects the sorts of things one would expect as a parent to see happening in schools. So investigating and learning leads to being able to problem solve and implement and in doing so we produce and contribute something to our community. We can then communicate and facilitate this as we lead and collaborate, and in collaborating we show we offer support and can, if necessary, advocate for people or positions.

On the symbolic representation (p5) qualities are described as being fundamentally either Intellectual Quotient (IQ -red) or Emotional Quotient (EQ - blue) in nature thus providing a balance between the two (see appendix 4 for further elaborations on EQ and IQ). All of the lines are purposely dotted to signify that there is no clear boundary between one aspect and the others. All elements are interconnected and interrelated, and reach out into community. The arrows are also two-way, again reinforcing that there is ebb and flow between the elements, each contributing to and influencing the other.

On the following pages you will find end statements and descriptors, which have been directly derived from those end statements, for each of the lifelong qualities. The descriptors illustrate what we will see students doing if they are indeed developing such qualities at school entry, year 3, year 6, year 9 and year 12.

End Statements

End statements are descriptions of what people with these qualities *do*. They are not especially age specific, and are as relevant for adults as for exiting students. Indeed, it is perhaps interesting to reflect on their worth by looking on them as descriptors of all those working in Lutheran schools.

The end statements were used as the basis and starting point for designing down the descriptors for years 12, 9, 6, 3, and school entry ages. When looking at those descriptors, the elements described below should be evident.

- ❖ **Self-directed, insightful investigators and learners, who:**
 - Initiate, set goals and take responsibility for their own learning
 - Identify and develop effective ways to learn and build skills
 - Identify and fully examine assumptions and evidence
 - Frame questions that guide exploration of issues and help form deeper understandings
 - Systematically examine and analyse, using appropriate resources and strategies
 - Reflect on and assimilate their experiences to continue learning and growing
- ❖ **Discerning, resourceful problem solvers and implementers, who:**
 - Identify and define issues that affect the quality of life in local / global communities
 - Locate and use a wide range of information, tools and resources to thoroughly analyse the factors and their interrelatedness
 - Frame complex questions that look beyond conventional approaches
 - Critically examine the evidence for validity and relevance to make meaning and develop feasible alternatives
 - Evaluate alternatives for consequences and implications – ethical, social, economic, political and environmental
 - Translate the solutions into designs and proposals for action
 - Find alternative strategies for achieving plans of action
- ❖ **Adept, creative producers and contributors, who:**
 - Generate ideas, products and services which meet or exceed agreed upon standards of excellence and have value for others
 - Locate and use available resources ethically to create constructive courses of action
 - Engage in productive activities in a highly skilled and imaginative way
 - Give of their time and talents to undertake activities and projects which benefit others and improve the quality of life in their communities

- ❖ **Open, responsive communicators and facilitators**, who:
 - Foster a respectful, inclusive atmosphere in which people can communicate confidently and with trust
 - Solicit and consider information and opinions from all stakeholders to form a deeper understanding of issues and possibilities
 - Seek clarification of the facts / points of view offered and help make it possible for all points of view to be understood
 - Use a variety of communication skills and forms to process and share information in ways that clearly convey its substance and intent
 - Manage and organise the exchange of information and ideas among individuals and groups to achieve desired outcomes
 - Encourage and support others in seeking and achieving agreement on a course of action
- ❖ **Principled, resilient leaders and collaborators**, who:
 - Identify and examine key issues or conditions that affect the quality of life in their local and global communities
 - Engage others in tackling these issues or conditions and proposing ways to improve them
 - Invite and use the experience and expertise of all participants in identifying and deploying strategies and resources to tackle these things in ways that safeguard the rights and welfare of all participants
 - Develop ethical ways to continue moving forward in the face of challenges and obstacles to these initiatives
 - Persevere and overcome challenges in carrying through actions
- ❖ **Caring, steadfast supporters and advocates** who:
 - Identify and examine issues and conditions influencing their own and their neighbours health and well-being
 - Treat themselves and others with consideration, respecting differences in viewpoints, values and beliefs
 - Work in partnership with others to formulate common goals and ways of working together interdependently
 - Guide, inspire and counsel others to create, develop and realize their own vision
 - Defend and promote what is worthy, even in the face of criticism and adversity
 - Interact intuitively and sensitively to the feelings, needs and circumstances of others

Designed down descriptors of the six elements

Self-directed, insightful investigators and learners, who...

Year 12	Year 9	Year 6	Year 3	School Entry
Evaluate personal needs and use a wide variety of goal-setting strategies as independent learners	Identify personal needs and use a wide variety of goal-setting strategies to develop independent learning	Initiate, set goals and take responsibility for personal learning	Practise and explore strategies and skills to set and meet personal learning goals	With support and guidance develop skills for learning
Autonomously, through questioning, re-formulate and elaborate on own knowledge, understandings and values	Pose questions to investigate issues and develop deeper understandings	Frame questions that guide exploration of issues and help form deeper understandings	With support, frame questions that guide exploration of issues and help form deeper understandings	With support, use questions to guide learning and construct meaning
Critically examine and evaluate evidence and assumptions, utilising appropriate resources and strategies	Examine and analyse evidence and assumptions, using appropriate resources and strategies	Identify and explain evidence and assumptions using selected resources and strategies	Find and interpret evidence using selected resources and strategies	Learn strategies to find information through the use of resources
Critically reflect on and integrate experiences to continue as active lifelong learners	Critically reflect on and integrate experiences to develop skills for lifelong learning	Reflect on and integrate experiences to develop skills for continuous learning	Build on experiences to develop skills for continuous learning	With support, build on personal experiences and natural curiosity

Discerning, resourceful problem solvers and implementers, who...

Year 12	Year 9	Year 6	Year 3	School Entry
Identify and define the complexity of issues that affect the quality of life locally, nationally and globally	Identify and define issues that affect the quality of life locally, nationally and globally	Identify and, through reflective discussion, consider elements of issues and problems that affect the quality of life locally, nationally and globally	Identify and, through reflective discussion, recognise elements of problems that affect the quality of life locally, nationally and globally	Recognise, and through discussion, reflect on problems that affect the lives of people and places
Frame complex questions and critically evaluate the elements of issues, and their inter-relatedness, using an extensive range of information, tools and resources	Pose relevant questions and critically analyse the elements of issues, and their inter-relatedness, using a comprehensive range of information, tools and resources	Ask relevant questions and analyse the elements of issues and problems, and their inter-relatedness, using a diverse range of information, tools and resources	With support, construct relevant questions and examine the elements of problems, and their inter-relatedness, using a wide range of information, tools and resources	With support, suggest relevant questions and explore problems, and their inter-relatedness, using a range of information, tools and resources
Design and evaluate a diverse range of options to effectively address issues, using both innovative and conventional approaches	Develop and critically analyse multiple options to effectively address issues, using both innovative and conventional approaches	Construct and analyse a range of options to address issues and problems, using both innovative and conventional approaches	List some options to address problems, using both innovative and conventional approaches	With support, list a number of options to address problems, using both innovative and conventional approaches
Critically evaluate options for consequences and implications – ethical, social, economic, political, cultural and environmental	Critically analyse options for consequences and implications – ethical, social, economic, political, cultural and environmental	Analyse options for consequences and implications – ethical, social, economic, political, cultural and environmental	Examine options for consequences and implications	With support, consider options for consequences and implications
Design and manage plans of action for chosen solutions	Devise and apply plans of action for chosen solutions	Develop and practise implementing plans of action for chosen solutions	Identify and practise implementing a series of steps to action chosen solutions	With support, think about and practise implementing a series of steps to action chosen solutions
Persevere with solutions, review plans of action, and if necessary evaluate and refine effective alternate strategies	Persevere with solutions, review plans of action, and if necessary generate and use effective alternate strategies	Persevere with solutions, review plans of action, and if necessary find and attempt alternate strategies	Persevere with solutions, review the steps taken, and if necessary think about and try alternate steps	With support, persevere with solutions, review the steps taken and, if necessary, try an alternate series of steps

Adept, creative producers and contributors, who...

Year 12	Year 9	Year 6	Year 3	School Entry
Freely give time and confidently use talents to model service to others through activities and projects that improve the quality of life for others locally, nationally, globally	Demonstrate service to others through the giving of time and building of talents in activities and projects that improve the quality of life for others locally, nationally, globally	Practise service to others through the giving of time and sharing of talents in activities and projects that improve the quality of life for others locally, nationally, globally	Explore and begin to practise service to others through the giving of time and the identification and sharing of talents in activities and projects that improve the quality of life for others locally, nationally, globally	Affirm others and, with support, identify talents and personal strengths
Use problem solving skills to generate a comprehensive range of ideas, products and services which meet or exceed agreed standards of excellence and have value for others	Examine the implications of existing products and services, apply criteria to make judgments, and generate new ideas, products and services which meet or exceed agreed standards of excellence and have value for others	Identify and describe aspects of existing products and services, assess their suitability and generate new ideas, products and services which meet or exceed agreed standards of excellence and have value for others	Explore and make connections between different aspects of existing products and services and generate new ideas, products and services which meet the needs of and have value for others	Through play, make comparisons and judgments about their own and others ideas, products and services
Evaluate design skills and strategies, and utilise knowledge and experience to defend own designs on moral and ethical grounds	Analyse different design skills to justify personal choices when meeting criteria relating to eg. function, effectiveness, durability and aesthetics	Develop a range of design skills to suit criteria relating to eg. function, effectiveness, durability and aesthetics	Learn specific design skills to contribute to change more effectively	Recognise that there are different ways of thinking about and planning designs to effect change
Use resources ethically to engage in productive activities in highly skilled and imaginative ways	Use resources responsibly to engage in productive activities in skilful and imaginative ways	Make decisions about the responsible use of resources and refine skills while engaging in productive activities in imaginative ways	Suggest ways and practise responsible use of resources, and develop skills while engaging in productive activities in imaginative ways	Use initiative and imagination when choosing and experimenting with and using resources for products

Open, responsive communicators and facilitators, who...

Year 12	Year 9	Year 6	Year 3	School Entry
Model and promote a respectful, inclusive atmosphere in which people can communicate with confidence and trust	Create and demonstrate a respectful, inclusive atmosphere in which people can communicate with confidence and trust	Develop and foster a respectful, inclusive atmosphere in which people can communicate with confidence and trust	Practise and help each other create a respectful, inclusive atmosphere in which people can communicate with confidence and trust	Contribute to a respectful, inclusive atmosphere in which people can communicate with confidence and trust
Collaboratively pursue and analyse information and opinions from all stakeholders/sources to critically evaluate issues and possibilities	Investigate and examine information and opinions from many stakeholders/sources to develop complex understandings of issues and possibilities	Inquire and consider information and opinions from a range of stakeholders/sources to form deeper understanding of issues and possibilities	With support, search for and select information and opinions from a variety of stakeholders/sources for understanding of issues and possibilities	With support, seek and gather information and opinions from several stakeholders/sources to make sense of issues and possibilities
Synthesise facts and opinions and ensure clarity of all viewpoints	Evaluate facts and opinions and promote clarity of all viewpoints	Analyse facts and opinions and encourage a clearer understanding of all viewpoints	Question and seek clarification of facts and opinions for clearer understanding of viewpoints	Question the facts and opinions to promote an understanding of viewpoints
Critically analyse an extensive range of communication forms to competently process and share information to convey content and purpose	Manipulate a broad range of communication forms to process and share information to convey content and purpose	Review and apply a wider range of communication skills and forms to process and share information to convey content and purpose	Use a range of communication skills and forms to process and share information to convey content and purpose	Experiment with a range of communication skills and forms to process and share to convey content and purpose
Facilitate the sharing of information and ideas among individuals and groups to achieve desired outcomes	Negotiate the sharing of information and ideas among individuals and groups to achieve desired outcomes	Manage and organise the sharing of information and ideas among individuals and groups to achieve desired outcomes	Lead the sharing of information and ideas among individuals and groups to achieve desired outcomes	Initiate the sharing of information and ideas among individuals and groups to achieve desired outcomes
Apply inclusive democratic processes when instigating a course of action	Put into practice inclusive democratic processes when deciding on a course of action	Practise inclusive democratic processes for determining a course of action	Demonstrate decision making processes when planning a course of action	Explore decision making processes when choosing a course of action

Principled, resilient leaders and collaborators, who...

Year 12	Year 9	Year 6	Year 3	School entry
Model the servanthood and stewardship nature of leadership as demonstrated by Jesus	Consistently practise and apply elements of servanthood and stewardship including compassion, kindness, humility, gentleness, patience, forgiveness, love, peace and thankfulness, through taking on roles and responsibilities	Examine and practise elements of servanthood and stewardship including compassion, kindness, humility, gentleness, patience, forgiveness, love, peace and thankfulness, through taking on roles and responsibilities	Explore and begin to practise elements of servanthood and stewardship including compassion, kindness, humility, gentleness, patience, forgiveness, love, peace and thankfulness, through taking on roles and responsibilities	Help and show consideration for others
As stewards, identify and critically analyse issues of human and community wellbeing, serving others to improve the quality of life locally, nationally and globally	As stewards, challenge their understandings through the identification and examination of a range of viewpoints on issues [eg. social, political, environmental, economical, cultural] and engage in constructive individual or collaborative action	As stewards, articulate their own viewpoint, acknowledge and respect differing viewpoints on a range of issues, and negotiate constructive individual and collaborative action	As developing stewards, recognise differing viewpoints and participate in guided individual and collaborative action, with support	As developing stewards, listen to others and contribute in guided individual and collaborative action
Individually take appropriate, constructive action and engage others to use their experiences and expertise in response to issues, whilst safeguarding the rights and welfare of all stakeholders	Use knowledge of group dynamics to engage self and others in appropriate social actions within the school, local, national and global communities	Practise and apply teamwork roles and responsibilities to undertake appropriate social actions within the school, local, national and global communities	Recognise the benefits of mutually supportive relationships and develop teamwork skills for appropriate social actions within the school, local, national and global communities	Develop friendships and, with support, work as a team member
Use ethical ways to persevere and overcome challenges and obstacles that may impede initiatives	Apply ethical understandings and perseverance while pursuing resources and strategies to overcome obstacles and challenges to initiatives	Develop ethical understandings and apply learned strategies of perseverance to overcome obstacles and challenges to initiatives	Identify the principles of right and wrong, and practise learned skills of perseverance, recognising that obstacles and challenges may occur as initiatives are implemented	Identify the principles of right and wrong and be guided to learn skills of perseverance knowing that obstacles and challenges may occur as risks are taken

Caring, steadfast, supporters and advocates, who...

Year 12	Year 9	Year 6	Year 3	School Entry
Critically evaluate issues and conditions influencing their own and others health and well being	Critically analyse issues and conditions influencing their own and others health and well being	Examine issues and conditions influencing their own and others health and well being	Identify issues and conditions influencing their own and others health and well being	With support, identify issues and conditions influencing their own and others health and well being
Intuitively show sensitivity to self and others, valuing differences in beliefs, attributes and circumstances	Consistently demonstrate sensitivity to self and others, understanding differences in beliefs, attributes and circumstances	Actively demonstrate sensitivity to self and others, respecting differences in beliefs, attributes and circumstances	Respond with sensitivity to self and others, respecting differences in views, needs and abilities	With encouragement, show sensitivity to self and others, appreciating differences in views, needs and abilities
Operate interdependently, guide and inspire others to create, develop, and realise a personal vision and common goals	Promote interdependence, mentor, and inspire others to create, develop, and realise a personal vision and common goals	Practise interdependence, encourage and inspire others to create, develop, and realise a personal vision and common goals	In partnership, assist and inspire others to create, develop and realise common goals	Help and encourage others, through partnerships, to develop common goals
Champion and actively promote what is worthy, even in the face of criticism and adversity	Argue for and promote what is worthy, even in the face of criticism and adversity	Defend and represent what is worthy, even in the face of criticism and adversity	Develop understanding of life issues and promote through action what is worthy, even in the face of opposition	Listen, and reflect on life issues, supporting worthy causes even when others do not see that point of view.

Using the Lifelong Qualities Framework

GETTING STARTED:

The school's identification of its underpinning values provides a base for using the life long qualities framework

Values and your school

The proposed *framework* acknowledges that values are inherent within any community, and suggests that each community engage in the process of identifying its core underpinning values and then foregrounding those values explicitly and implicitly.

The choices we make and the things we think are important come through in our actions every day. Everything that a teacher does in a classroom and even the way that school organises itself has implicit values that come through in unspoken messages to all of us and particularly to students

(Talking of Values: Encouraging a National Conversation, 2001).

Few would argue that every school and person within that school has their own value system and these value systems may or may not be in alignment.

Naming the values at the core of the school and teaching them explicitly while modelling them implicitly is evident to some degree in most religious schools yet many have not openly discussed and reached a decision about what values and how those values might be best taught and modelled. Schools such as West Kidlington in England (Farrer, 2000) have developed effective and well-respected values programs that contribute to a school environment that is safe, respectful of the individual and future focused.

In a very real sense, the values that we identify as core for our schools help define what we see as the goals of education. They certainly shape the sort of teaching and learning that happens and the way in which community works within the school. Values might well be at the core of a good school, but they mean nothing if they cannot be translated into ways and means by which they can be achieved (Bell and Harrison, 1996). Having a school community name and define its core values is an important beginning. Having them examine their practices to see how well those values are expressed within the school community follows – and then providing a program to explicitly and implicitly teach and model those same values is where real articulation of theory and practice happens.

Whilst taking care not to indoctrinate (Barrow, 1975) – in the moral education sense of the word – the school should nevertheless be able to clearly state its underpinning values and provide all of its community with the opportunity to develop a common understanding of those values (Begley, 1999). Here it is important to distinguish the volitional element from the cognitive. It does not follow that teaching about a value leads automatically to commitment to that value by the learner. It is legitimate to require students to develop capacities of knowing and feeling, but it is not possible, nor appropriate to demand conformity to a specific set of values. Schools declare and live the values they hold core, and individuals decide for themselves whether to appropriate those values into their own value system.

MOVING FORWARD:

Lifelong qualities can be used in a variety of ways for a variety of purposes. What follows is a brief synopsis of each of these, in alphabetical order to deny any hierarchy of use. Of course, in creative hands this number can expand, as schools come to better understand the framework and its potential.

Annual school reports and school administration

In an age when schools are required to provide annual reports on the operation of the school, *the lifelong qualities framework* can provide a rationale and a structure for such reports. Having our own *framework* may well release us from the obligation of adopting another's. Schools could show in their report how such an underpinning structure helps align the various elements of the school – administration, staffing, teaching and learning, building school culture, and managing resources and personnel.

Having an agreed *framework* may provide a principled guide to school decision-making, school development and improvement plans as well as provide a structure for a school review. If the core business of the school is about learning and the learner, then a clear vision of the nature of a learner leaving a Lutheran school is required. The school, and all that it offers and does, should be aligned around that vision.

Curriculum framework

Adopting *the lifelong qualities framework* gives a constant frame to a changing content. Schools can use the *framework* in different ways: aligning subjects / KLAs beneath it, clustering the outcomes / objectives around *lifelong qualities* (Middleton, 2000). Such a *frame* gives stability and a sense of control and continuity to schools and teachers as syllabi come and go. All new syllabi can be evaluated and audited against *the lifelong qualities framework*, providing some constancy within change. With an increasing desire and need to provide a seamless curriculum P-12, having a common set of qualities also supports the development of a cohesiveness and commonality across the school, providing opportunities for increased dialogue between the year levels.

Evaluation by principals / leaders

Similarly, *the lifelong qualities framework* may be used by Principals to reflect on and evaluate how well all the programs of the school facilitate such traits. How does the extra-curricular program contribute? How well are the policies and services of the school aligned to such a *framework*? Does the administration of the school model such a *framework* in its dealings with the school community? How well does the curricula, overt and hidden, align? Does the staff professional development plan align in any way with such a vision? All or many aspects of teaching and learning can be audited from an agreed perspective.

Effective pedagogy

The lifelong qualities framework can be used by teachers and others to reflect on the effectiveness of their teaching: do their pedagogies, assessment practices, reporting practices, learning experiences, classroom climate all contribute to the nurturing of such qualities?

Using the productive pedagogy material (Luke et al., 1998) it is helpful to reflect on the *qualities* and how they can be nurtured by judicious selection of pedagogy.

Marketing

At their simplest, *the lifelong qualities framework* can be used as a descriptor of the student leaving a Lutheran school, as a descriptor of the type of student that the school aims to nurture. Such descriptions can be used to market the school and give definition to the quality of a student graduating from the school.

Planning and Assessment

Teachers can use *the lifelong qualities framework* when planning and assessing learning. Some schools are aligning outcomes to their framework and focussing on the *qualities* in their assessment – to discern how those *qualities* have been nurtured through studying a particular unit of work; others identify the *qualities* to be focussed on within a particular unit and choose learning experiences that will especially nurture such *qualities*. They also make explicit to the students the alignment between the unit of work and the *qualities* being addressed. Charts are but one way of foregrounding the *qualities* within the classroom, relating them to the learning activities (for example, “I am being an open, responsive communicator when I interview my neighbour and seek to understand their viewpoint about the environment”).

Using the tables of descriptors for the various stages of schooling, teachers have ready-made descriptions of behaviours and skills to help assess the effectiveness of their unit. *The lifelong qualities framework* can, then, be a starting point for school and unit plans as well as a tool for auditing, evaluating and reviewing them. Teachers can specifically highlight one or more parts of the *framework* (values and / or qualities) to be focused on within a specific unit of work, in addition to other outcomes. Irrespective of whether schools choose to assess *qualities* or not, they will certainly inform pedagogy and construction of learning experiences.

Student Reports and Parent Interviews

By tagging and clustering key learning area outcomes to *the lifelong qualities framework*, schools can choose to report to broader statements rather than the more specific key learning area outcomes. They can choose to report to one or more of the *qualities* at any one time. Some schools are already constructing parent interviews around not just the key learning area progress that their children demonstrate, but also on these roles and qualities of character. Not all students will achieve the highest of academic accolades, but every student can demonstrate development in such roles and show confidence in their ability to contribute to their community, assured in their self-worth.

Alignment of Lifelong Qualities with Productive Pedagogies

Productive Pedagogies (Luke et al 2000) are the culmination of international, national and state research aimed at discerning the pedagogies which best facilitate life long learning.

Note that the assignment of productive pedagogy strategies and elements is somewhat arbitrary – however the intention is to demonstrate how adoption of qualities can facilitate improved pedagogy. Indeed, it is very difficult to nurture these qualities without also using such pedagogies.

It can be strongly argued that it is not possible, for example, to nurture open and responsive communicators and facilitators if there is not evidence of substantive conversations, metalanguage and narrative within classroom practice. Whilst not all productive pedagogies would be present within one lesson or the one unit, nevertheless if the teacher has chosen to focus on a particular lifelong quality in a unit of work, then one would expect to see appropriate, aligned pedagogical strategies.

Self-directed, insightful investigators and learners	Discerning, resourceful problem solvers and implementers	Adept, creative producers and contributors	Open, responsive communicators and facilitators	Principled, resilient leaders and collaborators	Caring, steadfast supporters and advocates
#Background knowledge # Student direction #Self regulation # Deep understanding # Academic engagement	# Higher order thinking # Deep knowledge # Knowledge as problematic # Knowledge integration	# Explicit quality performance criteria #Problem based curriculum	# Substantive conversations #Metalanguage # Narrative	#Cultural knowledges # Group identity # Inclusively	# Connectedness with the world # Social support # Active citizenship

Alignment of Lifelong Qualities with the “Adelaide Declaration ...”

The Adelaide Declaration goals are multifaceted and complex thus sitting across many qualities. The table below attempts to indicate (bold) where each goal could primarily sit, taking into account both descriptors and roles – while showing related links.

All Ministers of Education, Federal, State and Territory, have accepted and signed the Declaration and schools who receive commonwealth or state funding are bound to the Declaration. Following are the goals taken from the document:

Adelaide Declaration on National Goals for Schooling in the Twenty First Century

Schooling should develop fully the talents and capacities of students. In particular, when students leave school they should:

- 1.1 Have the capacity for and skills in analysis and problem solving and the ability to communicate ideas and information, to plan and organise activities and to collaborate with others
- 1.2 Have qualities of self-confidence, optimism, high self-esteem and a commitment to a personal excellence as a basis for their potential life roles as family, community and workforce members
- 1.3 Have the capacity to exercise judgement and responsibility in matters of morality, ethics and social justice, and the capacity to make sense of their world, to think about how things got to be the way they are, to make rational and informed decisions about their own lives and to accept responsibility for their own actions
- 1.4 Be active and informed citizens with an understanding and appreciation of Australia's system of government and civic life
- 1.5 Have employment related skills and an understanding of the work environment, career options and pathways as a foundation for, and positive attitudes towards vocational education and training, further education, employment and life-long learning
- 1.6 Be confident, creative and productive users of new technologies, particularly information and communication technologies, and understand the impact of those technologies on society
- 1.7 Have an understanding of and concern for stewardship of the natural environment and the knowledge and skills to contribute to ecologically sustainable development
- 1.8 Have the knowledge skills and attitudes necessary to establish and maintain a healthy lifestyle and for the creative and satisfying use of leisure time

In terms of curriculum, students should have:

- 2.1 Attained high standards of knowledge, skills and understanding through a comprehensive and balanced curriculum in the compulsory years of schooling encompassing the agreed eight key learning areas
- 2.2 Attained the skills of numeracy and English literacy; such that every student should be numerate, able to read, write, spell and communicate at an appropriate level
- 2.3 Participated in programs of vocational learning during the compulsory years and have had access to vocational education and training programs as part of their senior secondary studies
- 2.4 Participated in programs and activities which foster and develop enterprise skills which allow them maximum flexibility and adaptability in the future

Schooling should be socially just, so that:

- 3.1 Students' outcomes from schooling are free from the effects of negative forms of discrimination based on sex, language, culture and ethnicity, religion or disability; and from differences arising from students' socio-economic background or geographic location
- 3.2 Learning outcomes of educationally disadvantaged students improve and, over time, match those of other students

- 3.3 Aboriginal and Torres Strait Islander students have equitable access to, and opportunities in, schooling so that their learning outcomes improve and, over time, match those of other students
- 3.4 All students understand and acknowledge the value of Aboriginal and Torres Strait Islander cultures to Australian society and possess the knowledge, skills and understanding to contribute to and benefit from, reconciliation between indigenous and non-indigenous Australians
- 3.5 All students understand and acknowledge the value of cultural and linguistic diversity, and possess the knowledge, skills and understanding to contribute to, and benefit from, such diversity in the Australian community and internationally
- 3.6 All students have access to the high quality education necessary to enable the completion of school education to year 12 or its vocational equivalent and that provides clear and recognised pathways to employment and further education and training

Self-directed, insightful investigators and learners	Discerning, resourceful problem solvers and implementers	Adept, creative producers and contributors	Open, responsive communicators and facilitators	Principled, resilient leaders and collaborators	Caring, steadfast supporters and advocates
1.1	1.1	1.1	1.1	1.1	1.1
		1.2		1.2	1.2
1.3	1.3		1.3	1.3	1.3
				1.4	1.4
1.5		1.5			
1.6	1.6	1.6	1.6		
1.7	1.7	1.7		1.7	1.7
1.8	1.8	1.8		1.8	1.8
2.1	2.1				
2.2			2.2		
2.4	2.4	2.4			
					3.1
	3.4	3.4	3.4	3.4	3.4
	3.5	3.5	3.5	3.5	3.5

Appendix 1: Further explanations about possible values

Following is an attempt to provide a definition of each of the aforementioned values, and the brackets are purposely open to indicate that the meanings can be added to and further refined to suit individual sites. The NIV translation Bible verses are just some (and you may well want to use others or ignore them all together) that further define the values

LOVE (adore, worship, care for, devotion to, fidelity, kindness, peace, trust, resilience, happiness, esteem, ...)

- o John 15:12; John 3:16; 1Cor 13; Eph 5:1,2; 1John 3:18; ...

JUSTICE (integrity, honesty, truthfulness, honour, veracity, uprightness, fairness, ...)

- o Isaiah 43:1, Romans 12; Matt 5:7; Eph 2:1-5; ...

COMPASSION (sympathy, empathy, concern, kindness, consideration, gentleness, care, mercy, ...)

- o Philippians 2:1, Hosea 11:4, Matthew 5:44, John 15:17; ...

FORGIVENESS (mercy, amnesty, understanding, benevolence, kindness...)

- o Ma18:21-22; Luk 17 :3-4; Rom 4; Col 3:13; ...

PATIENCE (endurance, fortitude, serenity, calmness, tolerance, charity, persistence, self-control, acceptance, ...)

- o Ps 37:7; Ecc 8:6; Phil 4:11-13; 2Pet 3:9; ...

SERVICE (help, assistance, benefit, good turn, aid, support, do good to, charitable act, faithfulness...)

- o Luke 12:35, Matthew 20:28, John 12:26

Appendix 2: Elaborating on the wording of the lifelong qualities framework.

These are expansions, showing the multifaceted meanings of the words chosen, and purposefully with open brackets, to indicate that there may be other meanings you want to foreground.

A SELF-DIRECTED, INSIGHTFUL INVESTIGATOR AND LEARNER

- Self-directed (independent, autonomous, purposeful...)
- Insightful (sensitive, shrewd, intuitive, knowledgeable, learned, educated, informed...)
- Investigator (researcher, examiner, explorer...)
- Learner (acquire knowledge / skill, master...)

Not only an **investigator** – showing curiosity and an ability to systematically examine and explore something – but someone who is a life long **learner**– reflecting on what they observe and discover and integrating it into their identity
while being

self-directed, able to work without supervision or extrinsic motivation yet also able to consider and involve others as appropriate and **insightful** –not just knowledgeable but also intuitive, showing perception and a shrewd judgement

A DISCERNING, RESOURCEFUL PROBLEM SOLVER AND IMPLEMENTER

- Resourceful (ingenious, imaginative, inventive, capable, practical...)
- Discerning (astute, sharp, judicious, perceptive, careful, attentive...)
- Problem solver (methodical, analytical, systematic, questioning, critical risk taker...)
- Implementer (put into practice / action / service / operation, apply, execute, instigate, realize, decision maker...)

Not only a **problem solver** – able to methodically and ethically analyse and examine an issue, being prepared to take risks and think critically, but also someone able to **implement** – finding ways of to apply and execute solutions
displaying

discernment: good and ethical judgment that is astute and perceptive to the implications and impact of decisions and resourcefulness - being inventive, practical and **capable** in their work

AN ADEPT, CREATIVE PRODUCER AND CONTRIBUTOR

- Adept (practiced, clever, adroit, expert, competent, proficient, skilled, excellence...)
- Creative (original, imaginative, inspired, inventive, ingenious, productive, innovative, adaptable, flexible...)
- Producer (maker, constructor, manufacturer...)
- Contributor (give, subscribe, provide, donate...)

Not only a **producer**, someone who can actually make and do and recognises the impact of that action on others (individual and community) but also a **contributor**, someone who can add value to community by providing or supplying that which is useful or of significance
while being

skilled and adept, both accomplished and proficient in their work - striving for **excellence** in all they do, and creative – able to be imaginative and ingenious, **innovative** and original in their thinking and doing

AN OPEN, RESPONSIVE COMMUNICATOR AND FACILITATOR

- Open (astute, sharp, judicious, perceptive, discerning...)
- Responsive (receptive, approachable, alert...)
- Communicator (conveys, impart, transmit, interchange of thought, liaise with...)
- Facilitator (a catalyst, assist, make easier, improve, alleviate...)

A **communicator**, someone who can think for him or herself and express ideas, feelings, attitudes, values and beliefs in a variety of ways, and a **facilitator** – someone who can instigate or help instigate something, helping to reach consensus or at least an understanding of all positions and viewpoints
and
a person who can make well thought out, well judged decisions, being prudent and **intuitive** in their actions – whilst showing **responsiveness**, being both approachable and sympathetic to others

A PRINCIPLED, RESILIENT LEADER AND COLLABORATOR

- Principled (ethical, just, moral, honourable, responsible, conscientious...)
- Resilient (flexible, strong, hardy, recovering quickly, persisting, courageous...)
- Leader (director, guide, influencer, inspirer, visionary, strategist, decision maker...)
- Collaborator (work together, co-worker, colleague, team player, partner, cooperate...)

Not just a **leader**, someone working from the heart, who influences, inspires, and works for others but also a **collaborator**, someone who can work with others as a team member, acknowledging the interdependence inherent to our living in community
acting in ways which show
integrity, a clear knowledge of what they value and believe in, coupled with the ability to live this out in a consistent, integrated way - and **resilience** – being prepared to show courage and persistence whilst demonstrating flexibility, durability and optimism

A CARING, STEADFAST SUPPORTER AND ADVOCATE

- Caring (kind, compassionate, thoughtful, gentle, helpful, considerate, loving, sensitive, concerned...)
- Steadfast (committed, persistent, unwavering, dedicated, resolute, unfaltering, courageous...)
- Advocate (guide, plead for, defend, believer, campaigner, promoter, sponsor...)
- Supporter (follower, adherent, exponent, helper, guardian, defender, champion, ally, servant...)

Not only a **supporter** helping and defending others in their local and global communities but also an **advocate**, someone who can guide others and defend what is worthy and worth protecting whilst promoting what is valuable
acting with
compassion and love, gentleness and consideration, sensitivity and concern for others while also being steadfast – prepared to be persistent and committed and **dedicated** in serving others

Appendix 3: More about I.Q. and E.Q.

Goleman (1995) has written about the notion of emotional intelligence (EQ) – suggesting that this is the element which in the long term matters more than a person's intellectual quotient (IQ) by allowing them to interact appropriately and live productively in community and lead satisfying and profitable lives. "EQ includes self-awareness and impulse control, persistence, zeal and self-motivation, empathy and social deftness ... these are also the hallmarks of character and self-discipline, of altruism and compassion" (Goleman, 1995).

EQ is the facility to interact with others, to show empathy and understanding of others, to pick up on the nuances and nonverbal communications that surround any interactions between individuals. Goleman proposes that while it may be the raw IQ that "gets the job", it is the level of EQ that allows a person to advance and make a positive contribution to that "job". Moreover, he proposes that people with high EQ are likely to live more effectively in community; that is, living in relationship with others.

None of this is to deny the place of IQ – the pace at which one can learn – but it is to say that IQ is only part of the story and the framework that has been developed attempts to balance the two – with elements that are predominantly EQ in nature and a corresponding number that are predominantly IQ in nature.

Of course nothing is so clear-cut, and while there are simple skills to be learnt about "communicating" (spelling, grammar, punctuation for example), there are different things at play in making an open, responsive *communicator* – someone who picks up on the unspoken tacit messages as well as the overt. And so, communicating is predominantly about EQ things, underpinned by IQ. Conversely, *contributors* are predominantly IQ, with contributors needing particular skills and knowledge. However, there are still some elements of EQ in there – contributors are of most value when they have a perception of what might be needed and what might improve the quality of life for others.

Bibliography:

- Barrow, R. (1975) *Moral Philosophy for Education*, London, Allen and Unwin
- Bartsch, M. (2001) *Why a Lutheran School?*, Adelaide, OpenBook
- Beare, H. (1999) *Designing a Break-the-Mould School for the Future* ACEA Virtual Conference
- Beare, H. (2001) *Creating the Future School*, London, Routledge Falmer
- Begley, P. T. (1999) *Values and Educational Leadership*, NY, State University of New York Press
- Bell, J. and Harrison, B. T. (1996) *Vision and Values in Managing Education*, London, David Fulton
- The Changing Nature of Work*, (1999) Education Queensland, Brisbane
- Education, B. f. L. (1999) *Life: School Planning Folder*, Adelaide, OpenBook
- Farrer, F. (2000) *A Quiet Revolution: Encouraging Positive Values in Our Children*, London, Random House
- Foundations for the Future (1997), (2002) *EducationReview, April/May*, 24.
- Goleman, D. (1995) *Emotional Intelligence: Why It Can Matter More Than I.Q.*, London, Bloomsbury
- Groome, T. (1996) What Makes a School Catholic?In *The Contemporary Catholic School*(Ed, T.H.McLaughlin) Falmer Press, London.
- Hargreaves, D. (2000) *Education for the Future*, OECD, Paris
- Luke, A., Ladwig, J., Lingard, B., Hayes, D. and Mills, M. (1998) *School Reform Longitudinal Study*, University of Queensland, Brisbane
- The Lutheran Church of Australia and Its Schools*, (1999) Lutheran Education Australia, Adelaide
- Mackay, H. (1999) *Turning Point: Australians Choosing Their Future*, Sydney, Macmillan
- Marginson, S. (1997) *Public Education and the Market: Where Do We Go from Here?* University of South Australia The Henry Penny lecture, Centre for the Study of Public Education
- Middleton, M. (2000) *Curriculum Frameworks: Some Options*, Brisbane, Lutheran education Queensland
- Schwahn, C. (2001) Why Schools Need to Change Their Thinking for the 21st Century, *Education update*, 23.
- Senge, P. (1990) *The Fifth Discipline: The Art and Practice of the Learning Organisation*, NY, Doubleday
- Spady, W. (2001) *Beyond Counterfeit Reforms: Forging an Authentic Future for All Learners*, Lanham, The Scarecrow Press Inc
- Stone, N. (2001) Essential Abilities Revisietd, *EQ Australia*, 44-46.
- Taking of Values: Encouraging a National Conversation (2001) In *Life Matters*(Ed, Doogue, G.),Australian Broadcasting Corporation, pp.
- Thornburg, D. (2002) *The New Basics: Education and the Future of Work in the Telematic Age*, Alexandria, ASCD
- Townsend, T. and Otero, G. (2000) *The Global Classroom*, Cheltenham, Hawker Brownlow Education
- Tyler, L., L and Goodlad, J. I. (1979) The Personal Domain: The Study of Curriculum Practice.In *Curriculum Inquiry: The Study of Curriculum Practice*(Ed, Goodlad, J. I.) McGraw Hill, NY.
- Wiltshire, K. (1994) Shaping the Future: Review of the Queensland School Curriculum, Brisbane